CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 9/24 – 9/25 2015

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8G1 Describe Georgia with regard to physical features and location.**   * 1. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.   2. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.   3. Evaluate the impact of climate on Georgia's development.   **SS8G2: Explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia’s deep water ports help drive the state’s economy.**  **SS8H1: Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia***.*   1. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.   **SS8E1: Give examples of the kinds of goods and services produced in Georgia in different historical periods.**  **SS8H1: Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**   1. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto. 2. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.   **SS8H2: Analyze the colonial period of Georgia’s history.**   1. Explain the importance of James Oglethorpe, the Charter of 1732, and reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah. 2. Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. 3. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors. | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Students will pair up in small groups and quiz each other over their classroom notes in preparation for the first Countywide Benchmark test over Unit 1.**  **Activity 1- Students will complete this through the use of an interactive technology activity. (KAHOOT IT) Topics: Georgia’s Geography and Transportation, Hernando De Soto, Georgia History(Prehistoric People), Founding of Georgia**  **EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.**   * Which North American physiographic regions are found in Georgia and what are some distinguishing characteristics of each? (G1b) * What is the relative location of these physiographic regions within the boundaries of the State? (G1b) * What are the significant physical features of Georgia that have impacted its development and in what manner have the affected Georgia? (G1c)   How has climate played a role in Georgia’s development? (G1d)  **The student will understand that location affects a society’s economy, culture, and development.**   * How have waterways influenced Georgia’s exploration, settlement, and economic development? * How do the Interstate Highway System, Hartsfield-Jackson International Airport, the railroad system and Georgia’s deepwater ports drive the state’s economy? * How do the four transportation systems relate in their transportation of good through the state, nationally and internationally? * How do Georgia’s three major transportation systems interact to provide domestic and international   goods and services to Georgia’s consumers?  **EU/EQ- MOVEMENT/MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.**   * How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian Period?(H1a, E1) * What caused the early prehistoric societies to migrate and once they stopped their nomadic existence, how did their society change?(H1a) * What impact did environment have on the development of the prehistoric Native American cultures?(H1a, E1)   **EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.**   * What were the purposes of the Spanish missions, and where were they located in Georgia? (H1b) * How did life and culture change for the Mississippian Indians after the arrival of European explorers? (H1b)   **EU/EQ- MOVEMENT/MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.**   * With what European countries and/or individuals did the Mississippian culture come in contact? (H1b) * How did this contact affect the Mississippian Culture? (H1b)   **EU/EQ- PRODUCTION, DISTRIBUTION, AND CONSUMPTION: The student will understand that production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**   * Which European countries competed for settlement in the Southeastern US? (H1c)   What prompted these countries to explore, claim and settle these new lands? (H1c)  **EU/EQ- INDIVIDUALS, GROUPS, AND INSTITUTIONS- The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**   * Which cultural groups affected the Georgia colony and what were their contributions? (H2b) * Other than founder, James Oglethorpe, what other individuals influenced the Georgia colonial society and what contributions did they make? (H2b)   **EU/EQ- PRODUCTION, DISTRIBUTION, AND CONSUMPTION: The student will understand that production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**   * What were the economic reasons for the establishment of the Georgia colony? * How did Georgia become a Royal colony and what effect did this event have on the colonists?(H2c) * What goods/services did the early colony of Georgia attempt to produce? (H2c, E1) * What crops were to be produced in colonial Georgia, according to the British government? Why were many of those crops not successful? (E1) * How did Georgia contribute to British mercantilism? (E2)   **EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.**   * Why Georgia was named a defensive colony in the establishment of it charter? (H2b)   **EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs**   * How were regulations different in the period of the Royal governors than they had been under the trustees?   **EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.**   * Why did the English King and the Georgia Trustees feel that the Georgia colony could provide certain goods and materials for England? (G1d) * Were they able to fulfill these expectations and why or why not? (G1d) * Why was Yamacraw Bluff selected as the location of Georgia’s first settlement? * How was the bluff altered to create the city of Savannah?   **EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases.**  What was the structure of Georgia’s first self-government, create by John Reynolds? |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:**  *Students will work on a warm up consisting of the following:*  *Students will read their preferred book for Clear (Counting Lexiles Encourages Active Reading) time and do a Quickwrite. Selected students will share their Quickwrite in class.* | **Summarize (quick write)** |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **Students will compete in an interactive technology activity in preparation for the benchmark exam. (KAHOOT IT) Topics: Georgia’s Geography and Transportation, Hernando De Soto, Georgia History(Prehistoric People), Founding of Georgia** | **Summary of Unit 1** |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **Students will pair up in small groups and quiz each other overall classroom notes in preparation for the first Countywide Benchmark test over Unit 1.** | **Summary of Unit 1** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  *Through a teacher-facilitated group discussion, students will answer random questions over Unit 1.* | **Summary of Unit 1** |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will complete 45 questions out their Coach book. (Colonization of Georgia) | **Summary of Unit 1** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Students will complete the essential questions.** | **Summary of Unit 1** |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Complete review questions based on Unit 1.** | **Complete review questions** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* Review Questions, Coach book, Textbook |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |